



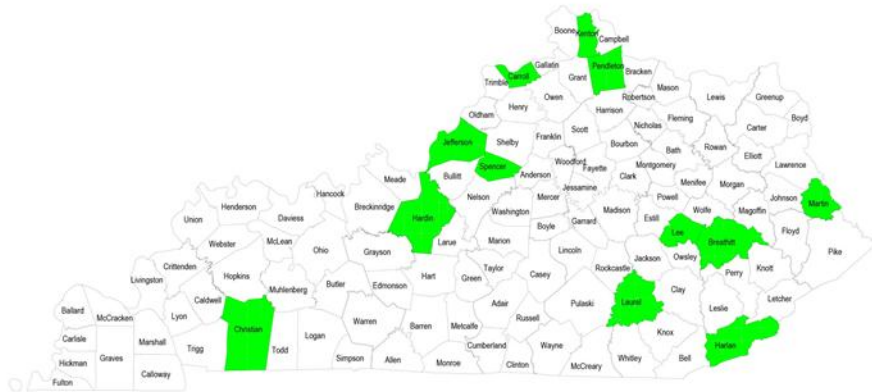
GED® EXPRESS

Helping Students Succeed



At town hall meetings across the state, you told us you wanted new ways to attract students to your programs, and once they were there, you wanted an option for an accelerated GED® program.

GED[®] Express Workgroup



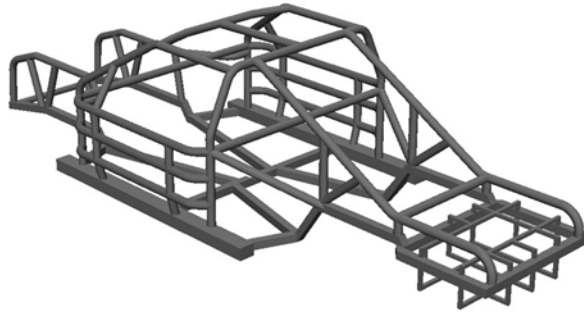
Source: Kentucky Adult Education, Council on Postsecondary Education

gedexpressworkgroup/2/10/2015/imp

So last spring we got together a work group made up of your colleagues from around Kentucky. We invited a dozen program directors and instructors from large and small programs around the state to define what an accelerated GED[®] program would be and develop a model for a state-wide program.



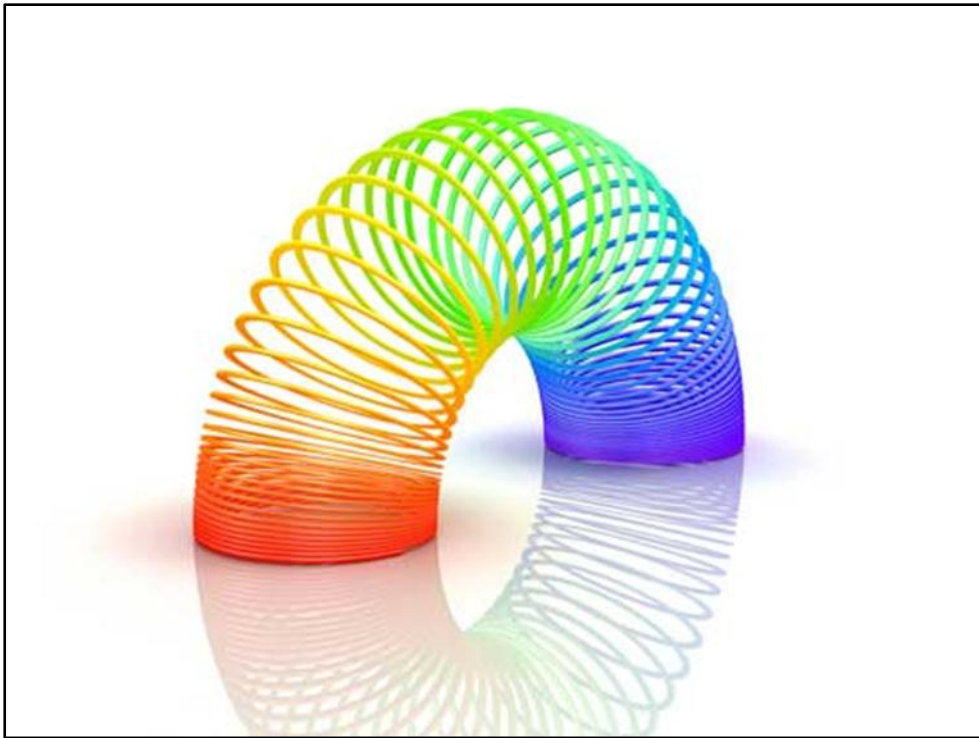
The work group met in April, May and June of 2014. First, came a working definition of what an accelerated or targeted GED® program would be. The group then took that definition and laid out a model that was flexible enough to be implemented in large and small programs. Finally, the workgroup took the plan back to their own programs and piloted it in the fall and then reporting back their results in October.



A flexible framework that allows students to progress quickly to the GED® test through a combination of independent and direct instruction including content areas, technology, and test-taking skills.

So, what is GED® Express?

The workgroup defined it as a flexible framework that allows students to progress quickly to the GED® test through a combination of independent and direct instruction including content areas, technology, and test-taking skills.



In recognition of the differences in program size and staffing, and because it will take time to identify and develop best practices, it was the recommendation of the workgroup that although guidelines or parameters could be suggested, local programs should be afforded flexibility to address details such as who should enroll, duration, and frequency of program.



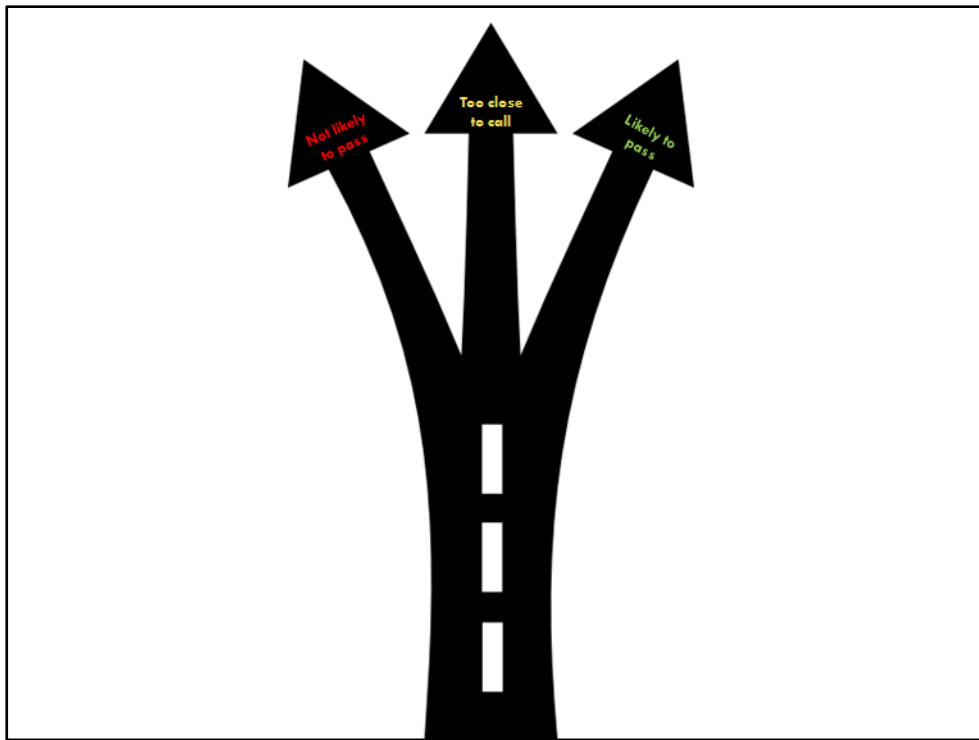
The workgroup also recognized that many programs already have pieces of this in place. Most programs either have or have had in the past some type of accelerated or targeted GED® program.

What is new is the ability to generate a customized study plan for every student from the enhanced score reports provided through MyGED. These reports are available for students who take the Ready™ test and for those who take the GED® test. The reports reference the study materials from a number of different publishers, including KET's FAST FORWARD--which KYAE provided to all programs.

Armed with these new tools, we were able to map out pathways.



Most students do not have the same skills in every content area. While they may be ready to proceed in one or more content areas, it is likely that some content areas require additional study—sometimes a quick brush-up is enough and other times intensive classroom study is needed.



So three targeted pathways emerged. These pathways correspond to the three categories designated on the Ready™ test reports:

- Not likely to pass
- Too close to call
- Likely to pass



Start where you start with all students.

Give the TABE because it is needed for enrollment and to measure educational gains, but recognize that the TABE does little to inform you about a student's GED® readiness. People have scored at level 4 on the TABE and have been successful on some parts of the GED® test. Likewise, some have scored at high levels and struggled with the GED® test.

Therefore, you are going to have to use another diagnostic test, in addition to the TABE, to help you determine GED® readiness.

The best diagnostic for the GED® test is the Ready™ test.

If you are trying to determine if someone would benefit from the Ready™ test, you can use one of the diagnostic tests provided by the publishers of 2014 GED® preparation materials.

Remember, students may be at different levels for different content area modules.

Direct them to the appropriate path for each individual module.

If you are using one of the publisher's diagnostic tests, please use your professional judgment, in consultation with the student, to determine the best next steps.

ARE YOU READY?

Consider giving the Ready™ test earlier in the process, not just as at the end of course test. In fact, we saw a spike in GED® testing when GED Testing Service® offered the Ready™ test for free in October. And our pass rate for the 2014 GED® test is great! For those who take all four modules of the test, more than 82% pass the GED® test. The Ready™ test is the best tool we have for determining if a student is ready to take the GED® test.

It is also the best tool for identifying the learning gaps a student has and providing recommendations for targeted instruction.

To get the full benefit, give it early.

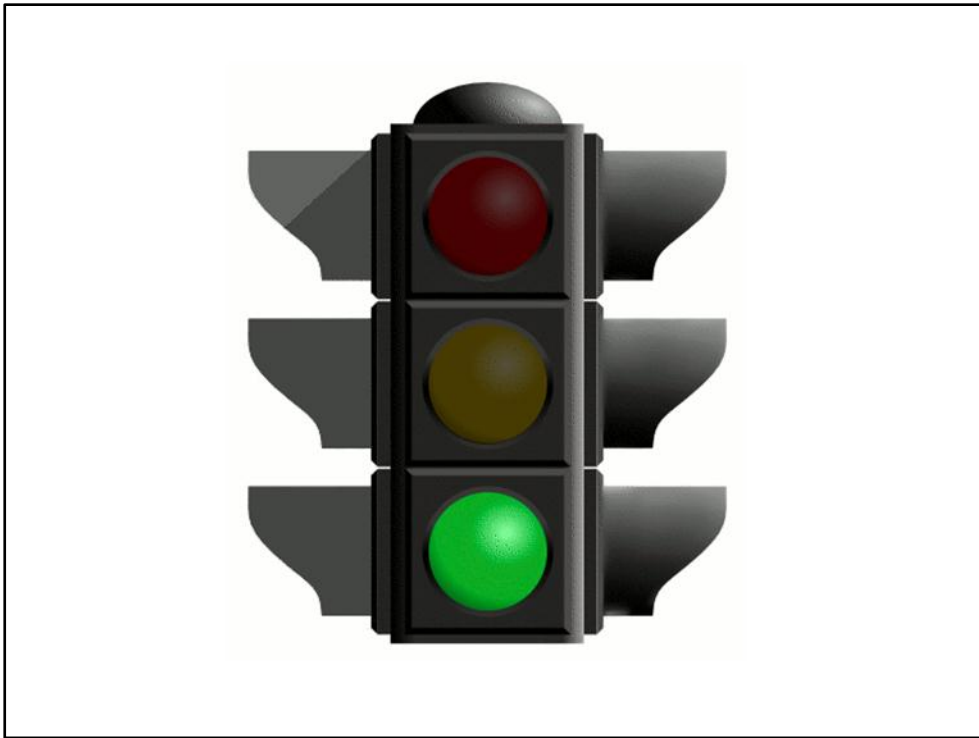
Once you give the Ready™ test for a module, you can set the student on the best path for success . . .



Kathryn Hardman,
Executive Director
Laurel County Adult
Education and Literacy

“We give nearly every student at least one READY™ test following the TABEs. We have found there is very little relationship between the TABE and the READY™. We have had students in Level 4 (and very close to Level 3) pass a READY™ test and students in Level 6 fail miserably. It has everything to do with what kind of THINKER they are. Also, once they have taken a READY™ test, the study prescription from GEDTS® makes the goal appear achievable. Therefore, I am an advocate of giving the READY™ test early rather than having qualifiers.”

Here, Kathryn Hardman, GED® Express workgroup member and Laurel County program director, shares her thoughts on early administration of the Ready™ test.



Now, we'll discuss, in greater detail, the three targeted pathways of GED® Express. As stated earlier, these pathways correspond to the three categories designated on the Ready™ test reports:

- Not likely to pass
- Too close to call
- Likely to pass

Let's start with the GREEN category, likely to pass. When a student earns a "likely to pass" designation on any module of the Ready™ test, please have this student sign up to take that module of the GED® test. Students in the GREEN category have a 95% chance of passing the same module of the GED® test.



A quick note: It is recommended that every student be provided with test preparation instruction. Even students not yet ready for the Ready™ test can benefit from the test preparation information. The test preparation module should include a general overview of the GED® test and the opportunity for students to view the calculator and computer skills tutorials. In addition, students should be familiar with the math formulas and reference sheets. This can be added as a separate class module or incorporated into the FAST Track Lab. Although the educator can determine when the test prep occurs, these are things the student needs to know to take the Ready™ test. Since almost every student, regardless of skill level, indicates they want to work to earn a GED® diploma, the test prep module is also a good way to help students feel they are progressing toward their goal, even if they need intensive classwork before attempting the GED® test. If a student spends months in instruction, the student may need a brush-up on the test prep before attempting the Ready™ test or GED® test.



What happens when a student scores in the YELLOW category of the Ready™ Test, also known as “too close to call”? When a student earns a “too close to call” designation on any module of the Ready™ test, please have this student work on the instructional targets identified from the Ready™ test and study for this module via a facilitated FAST Track lab.

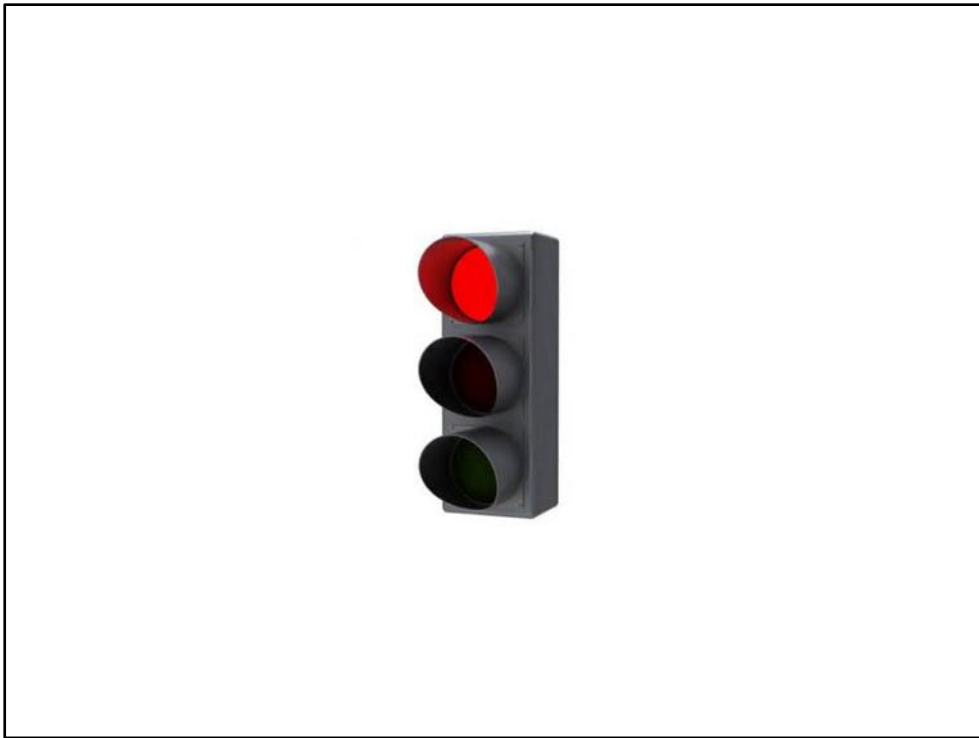


For your facilitated FAST Track lab, please use KET's FAST FORWARD or other instructional materials from publishers recommended by GED Testing Service®.

Who should participate in the facilitated FAST Track lab?

As just mentioned, those who score "too close to call" should go here for targeted instruction.

In addition, those who score "not likely to pass," who are waiting for a class to begin, can be directed to the FAST Track lab to begin instruction and/or supplement their class instruction.



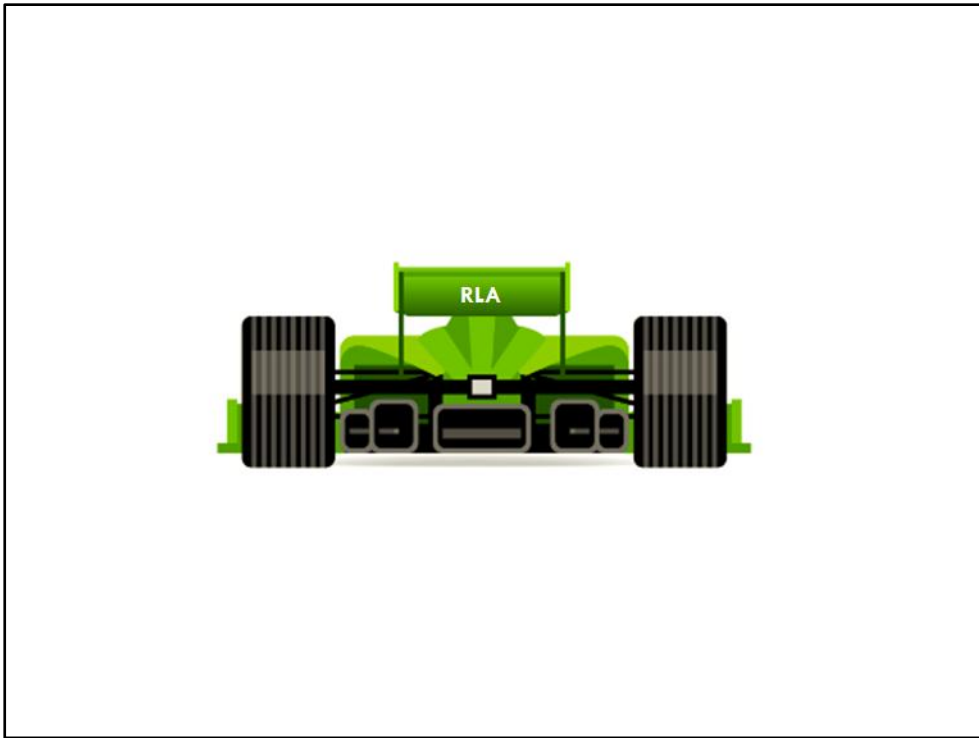
Those whose scores on the TABE and GED® diagnostic indicate they have many skill gaps to address should be directed to a managed classroom. Also, those who may have taken the GED Ready™ but score in the RED – or “not likely to pass” - zone should be directed to a managed class.



If there is a wait time for the designated managed class, direct the student to the FAST Track lab. The student can continue in the FAST Track lab while enrolled in the class to build skills and study content area modules such as science and social studies that may not be offered as dedicated classes.



Let's see what the pathways look like for individual students.
Here are Brittany, Michael, and Zack. They have come to the adult education program and asked about GED® Express.

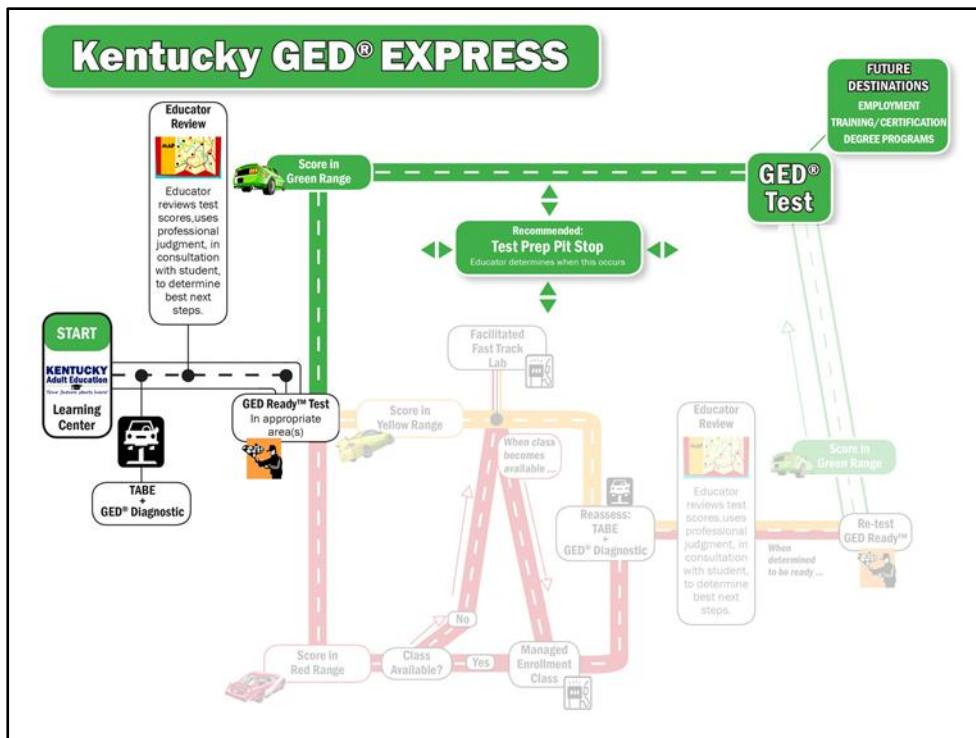


After taking the TABE and a diagnostic from FAST FORWARD, Brittany and the adult educator think she is ready to take the Ready™ Test for RLA.

Brittany is directed to a test prep class (pit stop) to learn about the GED® test and view the tutorials.

Brittany makes a 158 on the RLA Ready™ test.

The adult educator tells her to go ahead and schedule to take the RLA GED® test.



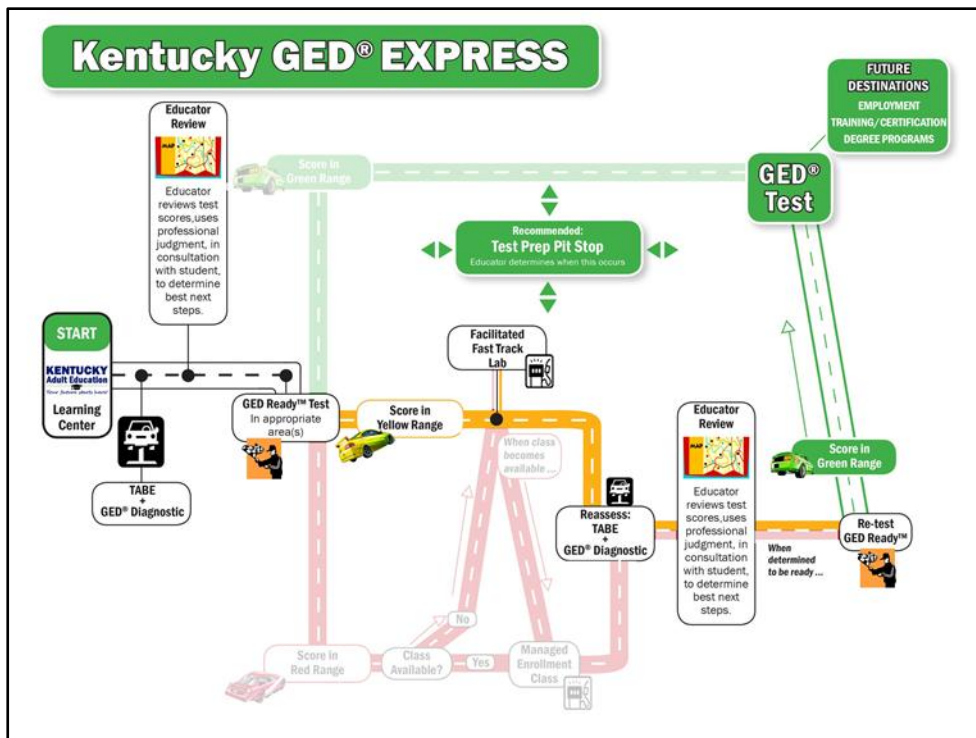
Here is the path Brittany takes to the GED® test for RLA.



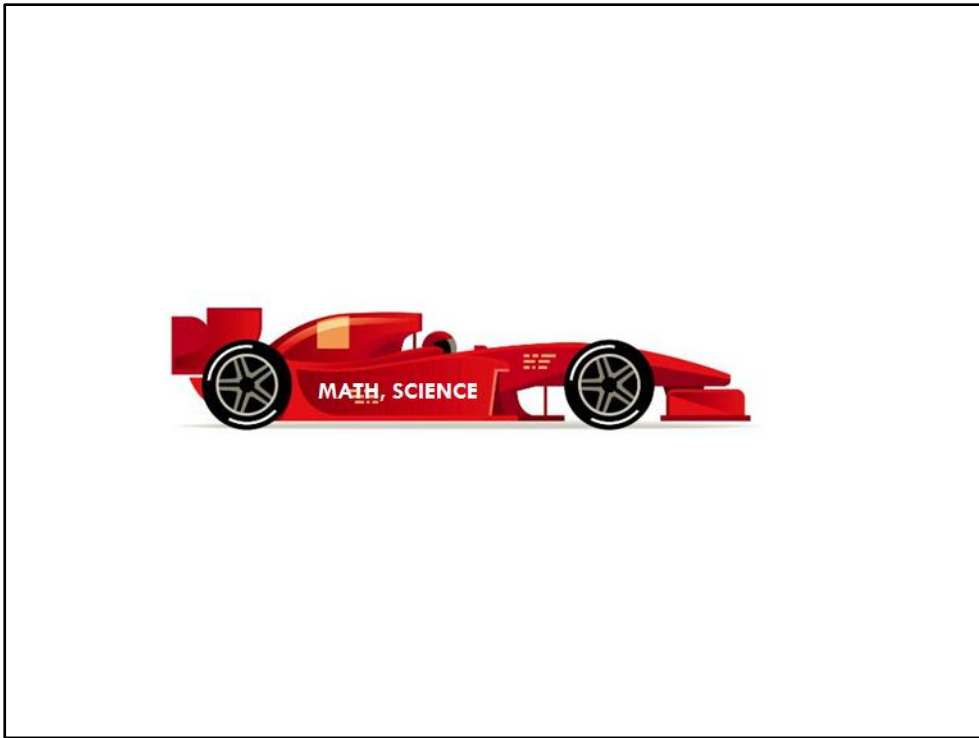
Brittany did so well on that test, the adult educator tells her to take the Ready™ test for social studies.

Brittany makes a 152, a passing score, but still “too close to call.”

Brittany is directed to the FAST Track lab to work with an instructor and FAST FORWARD curriculum to brush up her skills. After she completes her work, she takes the TABE and diagnostic again. She may be directed to take GED Ready™ again and then proceed to scheduling the GED® test.



Here is what Brittany's path looks like to the GED® social studies test. She is following the YELLOW, "too close to call," pathway.



Here is Michael.

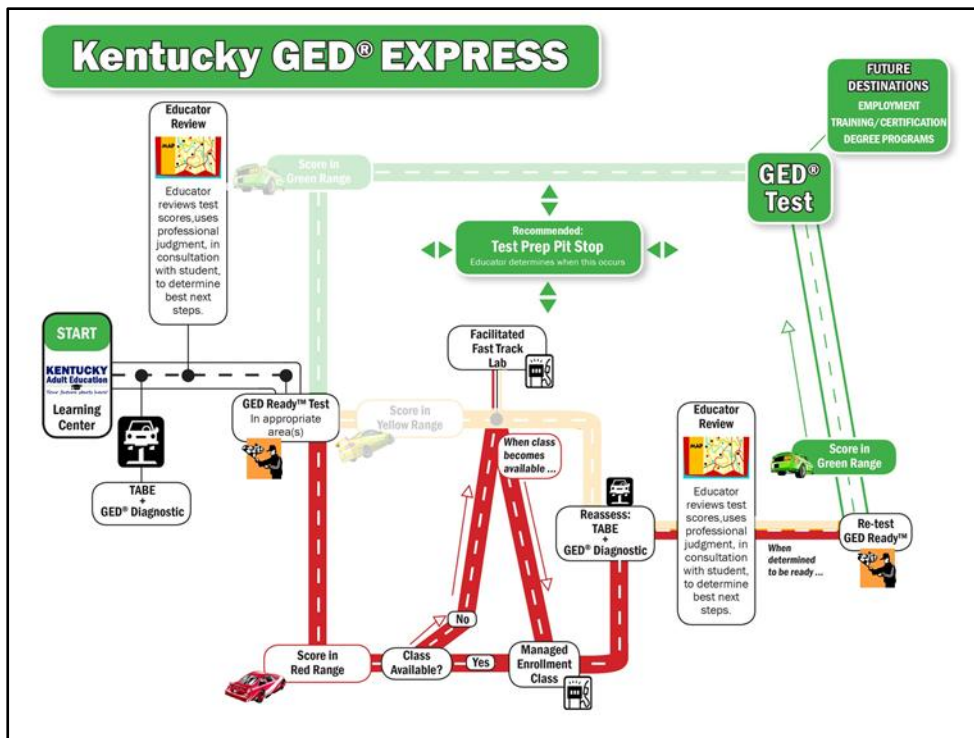
Michael scores at level 4 on the TABE and struggles with the FAST FORWARD diagnostic for science and math.

Michael is going to need more intensive instruction. The adult educator tells him there is a math class starting in a couple of weeks. In the meantime, Michael is put in the FAST Track lab to work on his math skills. There is not a class at the adult education center solely dedicated to science, but Michael begins working on the science materials at the FAST Track lab.

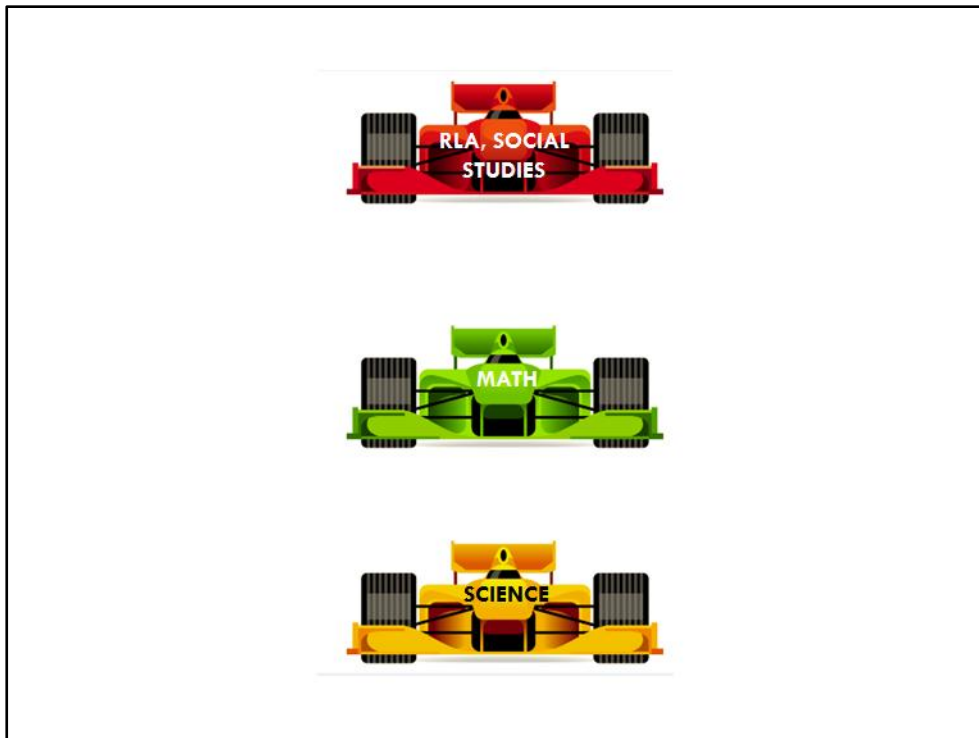
When the math class starts, he goes to the class, but can still spend extra time in the FAST Track lab, working on both math and science.

At the end of the class, Michael is given both the TABE and a GED[®] diagnostic. The adult educator, in consultation with the student, determines if he proceeds to the Ready[™] test.

Michael is scheduled into a test prep class before he takes the Ready[™] test.



Here is Michael's path to the GED® test. He follows the RED pathway which leads to a classroom and time in the FAST Track lab.



Zack takes the TABE and GED® diagnostic and finds himself on several pathways at the same time.

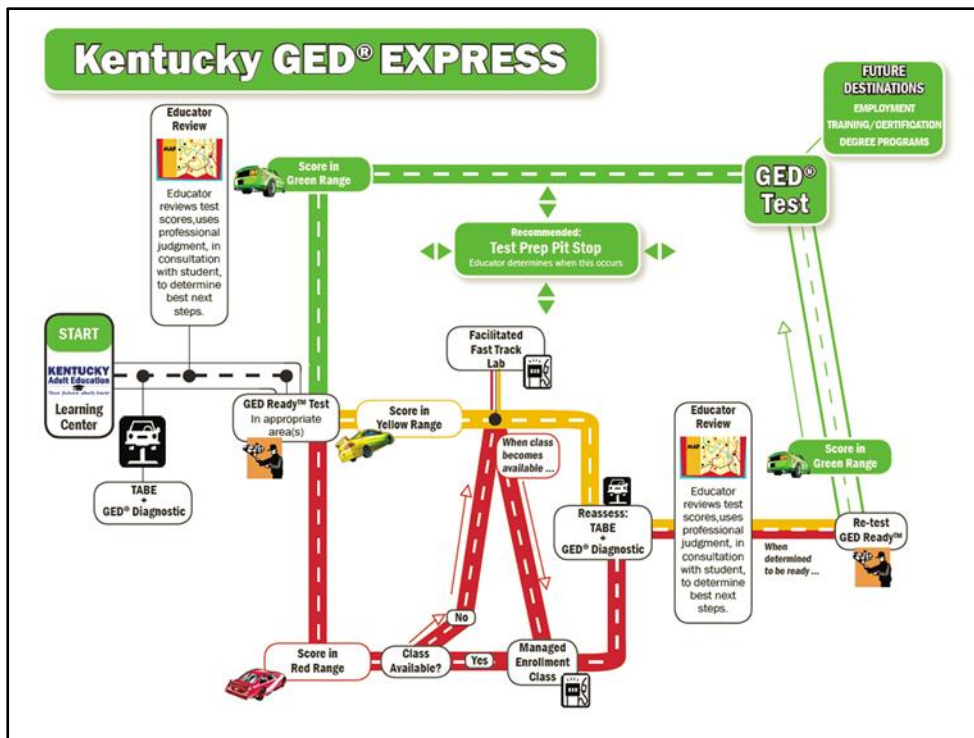
Zack is a numbers and science guy, but writing is not his thing. He does not do well on the writing exercises or RLA questions. Likewise, he struggles with the social studies items.

The educator tells him when writing and reading classes will begin and puts him in the FAST Track lab to begin working on his skills while he waits for the class to start.

However, because he has scored well in math and science, the educator schedules him for test prep and the Ready™ test in math and science. He makes a 155 in math, so he is directed to schedule the GED® math test.

He scores a 150 in science, passing, but still too close to call. The educator recommends that he spend some time in the FAST Track lab before scheduling the science test.

Zack is on his way to the GED® test, but he is on three different pathways.

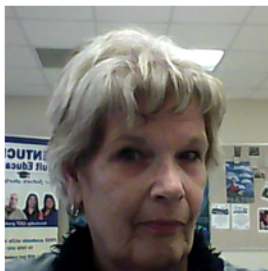


Zack is on the GREEN super highway in math, on the YELLOW ramp to the FAST track lab for science, and on the RED ramps to classes for RLA and social studies. Because he can see that he is progressing toward his goal he is more likely to persist.



John Greenwell,
Coordinator, Student
Services and Transitions,
Jefferson County Adult
Education

John Greenwell from Jefferson County Adult education, and a member of the workgroup, is going to tell us how the model is being implemented in Jefferson County. (Shares live.)



Cheryl Botner,
Program Director/
Lead Instructor,
Lee County Adult
Education

"I use the GED® Express model to discount the myths that are spreading about the new GED® test. This fast-paced model sparks a new interest for students who have heard rumors about the complexity of the new test. When my students have higher TABE scores, I immediately outline the Express model for them and it excites them to see the plan and know there is a route that leads them to their goal in a shorter amount of time."

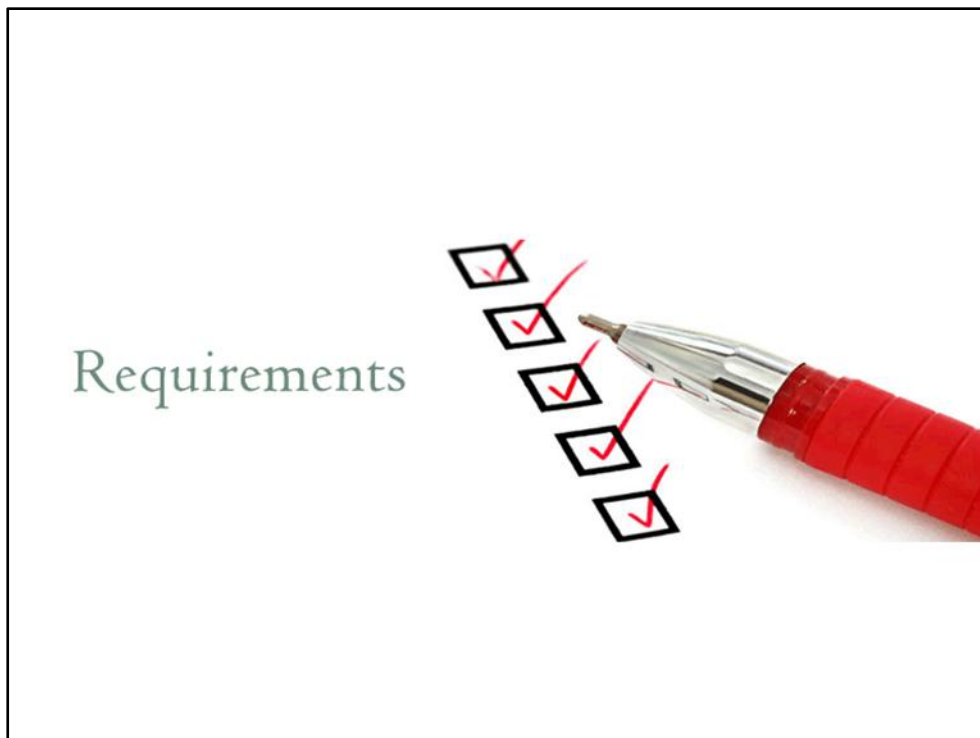
Here, Lee County program director Cheryl Botner shares how GED® Express is benefitting her program.



GED® Express also provides an opportunity to help bring students to your program. A statewide marketing campaign promoting GED® Express will launch April 1st – no foolin’!


Through its membership in the Kentucky Broadcasters Association Public Education Partnership – or PEP – program, Kentucky Adult Education will be running radio spots across the state tagged with the GED® Express message. KYAE KBA PEP radio spots run multiple times on approximately 150 stations across the state. In addition, our spots run at least once a month on 125 stations statewide on the Kentucky Farm Bureau Network.

Other broadcast advertising will include TV spots with the same GED® Express tag, which will be running multiple times on a limited number of television stations. In addition to these radio and TV spots, a variety of downloadable, customizable print marketing pieces will be available on the KYAE website’s marketing materials page. To access the multitude of materials available on this page, go to kyae.ky.gov, and click on the red circle on the upper right-hand side of the home page that is labeled “Marketing Materials.”



To make the state-wide marketing campaign successful, we all have to participate.

Here are some elements that KYAE is requiring for each program's GED® Express initiative.



- ✓ Inform staff about GED® Express.
- ✓ Offer a facilitated FAST Track lab.
- ✓ Allow students who score “LIKELY to PASS” on a Ready™ test module to proceed directly to the GED® Test for that content area.
- ✓ Indicate in KAERS that a student is a GED® Express student if the student takes the Ready™ test in one or more content area modules prior to instruction.

Select type of Services

<input type="checkbox"/> Adult Ed at the Workplace	<input type="checkbox"/> Corrections	<input type="checkbox"/> Accelerating Opportunity	<input checked="" type="checkbox"/> GED Express
<input type="checkbox"/> Family Literacy	<input type="checkbox"/> EL/Civics	<input type="checkbox"/> Employability Skills Pilot	

1. Staff needs to be informed about GED® Express and know how to respond to students who ask about it and how to direct them on the appropriate pathways.
2. Offer a facilitated FAST Track lab. A teacher should be available to assist and direct students in the lab. Everyone has FAST FORWARD materials and these are excellent for this purpose, but any of the publishers who worked directly with GED Testing Service® will provide recommendations for targeted instruction. See the complete list of publishers at <http://www.gedtestingservice.com/educators/2014publishers>
3. Allow students who score “LIKELY to PASS” to proceed directly to the GED® test for any content area module on which they make that score on the Ready™ test.
4. Please help us track how the program is working. If a student takes the Ready™ test in one or more content area modules prior to instruction, please indicate in KAERS that the student is a GED® Express student.



In addition to those items listed as requirements, we have a few recommendations to help you make your local GED® Express initiative as successful as possible.

A test prep course is recommended. Schedule a class or unit to make sure students are familiar with the GED® test and have viewed the recommended tutorials, formula, and reference sheets before they take the Ready™ test. Since most students who come to your program want to work on the GED® test, this class is a good way to allow students at any level to get information they need to progress toward their goal.

The launch of GED® Express is a great opportunity to promote your program and attract attention from potential students, as well as their key influencers – and the media.

As mentioned earlier, commercials tagged with the GED® Express message will be running on SEVERAL radio and a handful of TV stations across the state. However, we strongly encourage you to download and customize the print promotional materials that will be available via the Marketing Materials page at kyae.ky.gov. The following pieces will be available for download on March 17th:

- 8 ½ x 11 poster,
- ½ page flier,
- Postcards,
- Bookmarks,
- Door hangers, and a

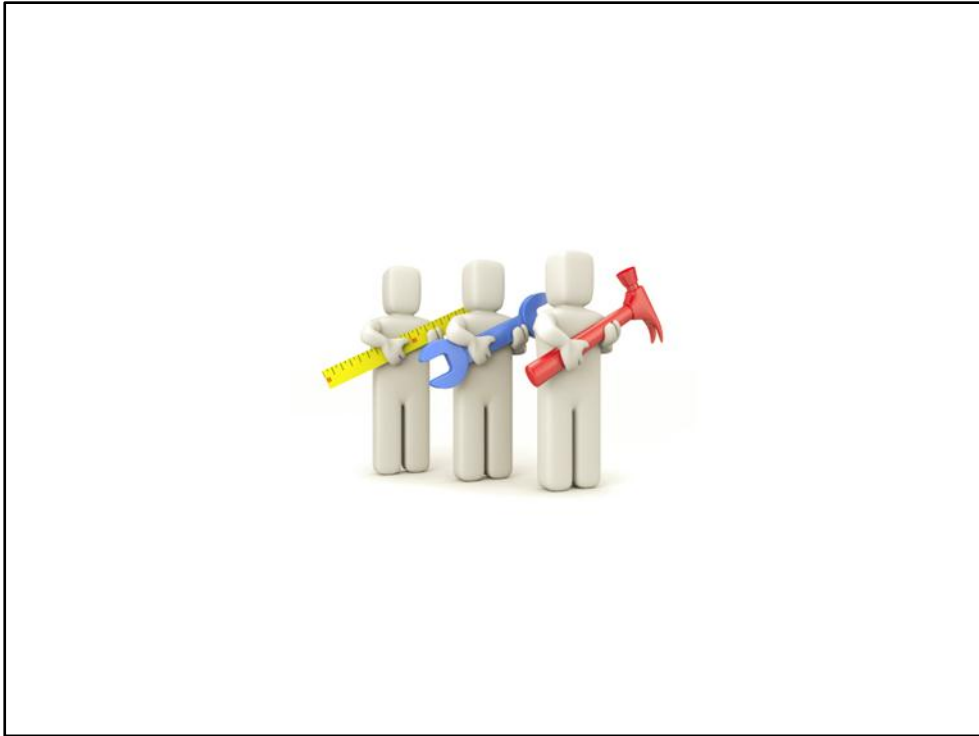
- Facebook cover photo.

As always, if there is a marketing piece you would like to have that is not made available here, please contact Missy Brownson. If your program would benefit from it, chances are, other programs would, too.

You may want to consider hosting a kick-off event for GED® Express – perhaps an “Are YOU Ready?”

We also recommend that you take advantage of the launch of GED® Express to “sell” your story to your local media outlets. In addition to the print materials I just shared, there will be a downloadable press release that you may customize for your local newspapers and radio and/or TV stations. Hosting an event to kick off GED® Express? Invite your local media outlet to capture it on film – and take photos yourself to post on Facebook and submit to your local paper’s community page.

To brainstorm ideas for your GED® Express launch, feel free to contact Missy at missy.brownson@ky.gov or at (502) 573-5114, extension 123.



The workgroup identified some resources to pass along to you.

First, KET's FAST FORWARD, which KYAE has made available to all programs, has proved beneficial in helping students make rapid progress. Coupled with the study recommendations generated from the Ready™ test, your colleagues have found it an effective tool. Other recommendations from the workgroup include Score Boost, which offers some free resources; GED® Academy; and EdReady, which although not a linked to the Ready™ test, can be a good supplemental resource.

Also, the workgroup worked on checklists for teachers and students. The checklists lead the students and instructors through the GED® instructional process and remind them about the tutorials and testing information. Both of these checklists will be available along with this presentation notes on the KYAE website.



The work group made a recommendation we did not expect. They recommended we have you send in a plan about how you will implement GED® Express. We created a one-page template for the program director to complete for each county. The template has been emailed to each program director.

The plan covers:

- How you will inform your staff
- How to add a FAST Track lab to your existing lab set up
- What diagnostic test you will use in conjunction with the TABE
- When students will take the Ready™ test

Please submit your implementation plan by March 3rd to GED@ky.gov.

We are all in this together. While you are writing a one page plan, we are reading 120 plans. Once your plans have been read, you will receive approval by email.



If we want the marketing to do its work and LURE people into your program, we all must participate and generate excitement about GED® Express. No matter how big – or small – your fishbowl is, you will be able to adapt the flexible framework to the resources your program has.



You are not alone in developing your program's version of GED® Express; the workgroup is available to help.

Members of that group have agreed to act as mentors for programs implementing GED® Express. Email GED@ky.gov to ask for assistance from a workgroup mentor.



Diane Kelley,
Director,
Hardin County Adult
Education

“For our version of GED® Express, we offer a three-hour math and three-hour RLA course every week. We offer these courses during our regularly scheduled classes for two reasons: budget was the initial reason, but we have found that offering the course to our current students has been very helpful for them. Although they might not be as ready as the GED® Express students, they benefit from the *repeated* offerings. In addition to attending the three-hour course for each subject, all GED® Express students are provided with access to EdReady, FAST FORWARD and Scoreboost. All GED® Express students may enter any class and participate until their GED® test date.”

Here, work group member and Hardin County program director, Diane Kelley shares how her program is implementing GED® Express.



- Share webinar information with staff.
- Print resources from website and distribute to staff.
- Complete template for implementation plan.
- Submit completed implementation plans by 3/3.
- Have required pieces in place and implement GED® Express by 3/23.
- Launch statewide marketing campaign on 4/1 (print materials available 3/17).

Here are the next steps for the statewide implementation and launch of GED® Express.

- First of all, please share the information you learned in this webinar with your staff. This PowerPoint, and its corresponding notes, will be available at our website.
- When you share GED® Express information with your staff, please be sure to include the resources – such as the checklists – that you can print from our website.
- An implementation plan template will be sent to program directors and needs to be completed and returned by March 3.
- Your program must have all required pieces in place and implement GED® Express locally by March 23.
- The statewide marketing campaign promoting GED® Express will officially launch on April 1. However, you will be able to download and customizable print materials from kyae.ky.gov beginning March 17.



The GED® Express framework focuses on attaining the credential, but we all are aware that our students should set other short- and long-term goals.

Many students enter our programs driven by the need for a GED® diploma to either **get or maintain** a job. As they make progress towards that goal, it is important to discuss plans for next steps BEFORE that goal is met. All students should be encouraged to obtain the NCRC, and to explore options for training, certification or degree programs which will help them to secure jobs with family-sustaining wages.

Thank you



Presentation and handouts at

<http://kya.e.ky.gov/educators/GEDhottopics.htm>

- Template
- Checklists
- GED® Express Chart

Ask questions or request help from a mentor at

GED@KY.gov

If you have questions, please email them to GED@KY.gov

Thank you.